

## ABSTRACT

Vocabulary is one of the important language components that need to be taught to support learners in mastering language skill. This research is about teaching vocabulary through visual media to students with autism at the second semester of the seventh grade students of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung 2015/2016 academic year. The researcher conducted the research to know and describe the process, problems faced by the teacher and student in teaching learning process in teaching vocabulary through visual media.

In this research, the researcher used qualitative descriptive research method. The researcher chose class VII as sample which consisted of 1 student. In collecting data, the researcher used two kinds of instruments, they were observation and interview. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing or verification.

The researcher conducted the research in two meetings. After analyzing the data, there were three points of the results. The first, the process of teaching and learning vocabulary through visual media to students with autism at the second semester of the seventh grade students of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung 2015/2016 academic year did not run well because the teacher did not apply the procedure of using media wholly. The second, the teacher's problems were lack of component teacher and faulty methods of teaching, for the teacher was graduated from special education not from English department so she still needed to learn more about how to teach English, and the teacher did not do steps wholly yet in teaching learning vocabulary through picture. The third, the problems faced by the students in learning vocabulary through visual media to students with autism were that the student responded quite slowly so the teacher needed to ask three times, the students had difficulties in mastering vocabulary such as the student did not focused when learning vocabulary through visual media.

**Key words:** Descriptive qualitative research, teaching and learning vocabulary, visual media.

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Bandar Lampung,        September 2016  
The Researcher,

Azzahra Aulia Hanapi



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Let. Kol. H. Endro Suratmin Bandar Lampung Telp: (0721) 703260

**ADMISSION**

**TEACHING AND LEARNING VOCABULARY THROUGH VISUAL MEDIA  
TO STUDENTS WITH AUTISM AT THE SECOND SEMESTER OF THE  
SEVENTH GRADE OF SMP LB B-C & AUTIS DHARMA BHAKTI DHARMA  
PERTIWI BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016,**

**by: Azzahra Aulia Hanapi, NPM: 1111040061, Study Program English  
Education, was tested and defended in the examination session held on Monday,  
September 19<sup>th</sup> 2016.**

**Board of Examiners:**

**The Chairperson**

**: Bambang Irfani, M.Pd**

**The Secretary**

**: Istiqomah Nur R, M.Pd**

**The First Examiner**

**: Nurul Puspita, M.Pd**

**The First CO-Examiner**

**: Meisuri, M.Pd**

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Dr. H. Chairul Anwar, M.Pd**

**NIP. 19560810 198703 1 001**

# **APPENDICES**

### Appendix 1. The Specification of Observation

**Observer** : Azzahra Aulia Hanapi

**Class** : VII Autis Class

**Day/Date** : Wednesday, January 13<sup>th</sup> 2016

#### Observation Guideline First Meeting

No	Pointer of Observation	Yes	No	Note
1	Teacher greets and starts the lesson.	V		The teacher opened the class by greeting the student and prepared tool, like picture, sensory tool and so on. The teacher led to pray together.
2	Teacher explains the materials.	V		The teacher explained the materials. Firstly, the teacher gave brainstorming to the student by asking ' <i>Tadi pagi sarapan apa?</i> ' (What did you eat for breakfast this morning?) to encourage the student's attention towards the lesson that would be learned. Then, the teacher told what they were going to study at that time by saying ' <i>Kita akan belajar tentang makanan yang disuka dan tidak disukai</i> ' (We are going to study about dislike and like towards food').
3	Teacher uses media picture in teaching vocabulary.	V		The teacher showed the picture cards to the student.

4	Teacher engages students to practice by using food picture.	V		The teacher pronounced words of the pictures about food and asked the student to repeat after her. Then, she asked the student whether he liked the food or not. For example, the teacher said, 'banana' as she showed the picture of banana. The student said 'banana'. Then she asked, " <i>Apakah kamu suka?</i> " (Do you like it?). The student answered it by saying, " <i>Ya</i> " or " <i>Tidak</i> ".
5	The situation in the class while teaching and learning process.	V		<ul style="list-style-type: none"> <li>a. Although the student was only one, the situation in class was crowded enough because the student often shouted with no reason.</li> <li>b. The student repeated what the teacher said and did well, but when the teacher said "<i>Apakah kamu suka?</i>" (Do you like it?), the student often said "<i>Apakah kamu suka?</i>" (Do you like it?) also. However, the answer had to be "<i>Ya</i>" or "<i>Tidak</i>" (Yes/ no), and the student often liked some food but it was difficult to show the like expression, just flat.</li> <li>c. The student's attention did not focus on the teacher's instruction. The student did some activity of his own world like holding, touching, pressing his handphone.</li> </ul>
6	Teacher assesses students' activity in learning vocabulary by using food picture.		V	The teacher did not assess student's vocabulary mastery. She only taught some vocabulary by drilling of repeating and answering the teacher's questions about like and dislike to some food.
7	Attention and participation of the students to the lesson.	V		The student paid attention to the teacher, and he followed instruction asked by the teacher to repeat the words after the teacher. He also answered the question about like and dislike to some food. But, because of

				tendency to do his 'own world' activity, he often ignored the teacher's instruction also. However, the student took more attention to the pictures than what the teacher said about the English name of each food in the picture card and how to pronounce it.
8	Teacher provides help and feedback in learning vocabulary by using food picture.	V		The teacher taught the student personally and slowly. When the student seemed lazy to repeat some words and answer the question whether he liked or not, the teacher still asked him to do calmly and sweetly, so finally the student followed her. At the end, the teacher said to the student to not buy snack at random and to eat healthy food only.
9	Teacher finds difficulties in applying food picture in learning vocabulary.	V		The teacher waste more time to calm the student because the student often shouted with no reason. Besides, it was easy actually to ask the student to repeat what the teacher said, but when the teacher asked, " <i>Apakah kamu suka?</i> " (Do you like it?), the student repeated the same as it. However, he had to answer it by saying, " <i>Ya</i> " or " <i>Tidak</i> ".
12	Teacher closes the lesson.	V		The teacher asked the student what they had studied about, and the student answered by saying 'food'. The teacher led praying and with the student prayed together.



## Appendix 2. The Specification of Observation

**Observer** : Azzahra Aulia Hanapi

**Class** : VII Autis Class

**Day/Date** : Wednesday, January 20<sup>th</sup> 2016

### Observation Guideline Second Meeting

No	Pointer of Observation	Yes	No	Note
1	Teacher greets and starts the lesson.	V		The teacher opened the class by greeting the student and prepared tool, like picture, textbook, sensory tool and so on. The teacher led to pray together. Then, the teacher asked the student for the lesson in the last meeting.
2	Teacher explains the materials.	V		The teacher explained the materials. Firstly, the teacher gave brainstorming to the student by asking ' <i>Apakah makanan favoritmu?</i> ' (What is your favorite food?) to encourage the student's attention towards the lesson that would be learned. Then, the teacher told what they were going to study at that time by saying ' <i>Kita akan belajar tentang makanan kesukaan kita lagi</i> ' (We are going to study about our favorite food again').
3	Teacher uses media picture in teaching vocabulary.	V		The teacher showed the picture cards and coloring picture magazine book to the student.
4	Teacher engages students to practice by using food picture.	V		The teacher showed coloring picture magazine book about food to the student. There were many pictures of food in a page of the book, and the student was asked for what his favorite

			<p>food in the pictures. The student pointed the pictures and said '<i>Pian suka apel, Pian suka nasi goreng,</i>' for example. Then, the teacher showed picture card and pronounced words of the pictures about food and asked the student to repeat after her. Then, she asked the student whether he liked the food or not. For example, the teacher said, 'apple' as she showed the picture of banana. The student said 'apple'. Then, the teacher asked by saying in English, "Do you like it?" The student firstly answered by saying the same, "Do you like it?". Then the teacher said, "<i>Kalau suka bilang 'like' Kalau tidak suka bilang 'dislike'.</i>" And the teacher asked again, and the student answered by saying 'like' to food he liked and 'dislike' to food he did not like.</p>
5	The situation in the class while teaching and learning process.	V	<p>a. The student seemed calmer.  b. The student repeated what the teacher said and did well. Besides, when the teacher asked whether he liked the food or not, he started to show the pleasant of likeness face mimic.  c. The student's attention did not focus on the teacher's instruction. The student did some activity of his own world like holding, touching, pressing his handphone. He always brought his handphone, and the teacher let him do it because when he was asked to put or save the handphone, he often became angry.</p>
6	Teacher assesses students' activity in learning vocabulary by using food picture.	V	<p>The teacher put many picture cards randomly on the student's table and asked for the student's favorite food. The student chose some food he liked.</p>
7	Attention and participation of the students to the lesson.	V	<p>The student paid attention to the teacher, and he followed instruction asked by the teacher. He also answered the question about his favorite food or</p>

			some food that he liked and disliked. However, the teacher needed to ask three times because the student responded quite slowly. After he had understood, he could choose the pictures of food that he liked then what he disliked.
8	Teacher provides help and feedback in learning vocabulary by using food picture.	V	The teacher taught the student personally and slowly. When the student seemed lazy to repeat some words and answer the question whether he liked or not, the teacher still asked him to do calmly and sweetly, so finally the student followed her. At the end, the teacher said to the student to not buy snack at random and to eat healthy food only. At the end, the teacher said to the student to not buy snack at random and to eat healthy food only.
9	Teacher finds difficulties in applying food picture in learning vocabulary.	V	The teacher waste more time to ask the student because he responded slowly. In this case, the teacher was still patient to teach the student. Sometimes, the student, like last meeting, was busy with his own activity such as handing his handphone, whereas the teacher had asked him to save it. Besides, the condition of the class at that time was noise because of students' shouting from other classes.
12	Teacher closes the lesson.	V	The teacher asked the student what they had studied about, and the student answered by saying 'food'. Then, the teacher led praying and with the student prayed together.

### **Appendix 3. Interview Guideline for the Teacher after Teaching and Learning Process**

1. Sudah berapa lama Anda mengajar anak berkebutuhan khusus di SLB ini?
  - Saya sudah mengajar anak-anak berkebutuhan khusus selama kurang-lebih 20 tahun di SLB ini.
2. Tipe anak berkebutuhan khusus seperti apa saja yang sudah Anda ajar? Apakah termasuk anak-anak autis?
  - Saya pernah mengajar anak-anak tuna netra dan tuna grahita. Namun, saat ini saya hanya mengajar anak-anak autis selama 9 tahun ini.
3. Adakah perbedaan dalam menangani anak-anak itu (anak Autis)? Bagaimana cara menanganinya terutama saat pembelajaran?
  - Sebagai guru tentunya kita harus sabar, apalagi menangani anak-anak autis yang cenderung memiliki karakteristiknya yang berbeda sekali dengan anak-anak normal. Mereka memiliki dunianya sendiri. Terlebih yang membuat saya merasa berbeda dengan guru umumnya adalah selain mengajar, saya juga harus melatih kemampuan berekspresi mereka karena mereka cenderung sulit mengekspresikan apa yang ingin mereka komunikasikan.
4. Apa yang Anda persiapkan terlebih dahulu sebelum mengajar anak Autis?
  - Pengetahuan tentang anak-anak autis dan metode mengajar untuk mereka serta media yang tepat dalam pembelajaran yang akan diajarkan. Mereka

cenderung lebih menyukai pembelajarn dengan media, dan media akan membantu guru untuk membuat mereka lebih fokus saat pembelajaran.

5. Apakah Anda mengajarkan bahasa Inggris juga pada mereka?

- Ya. Bahasa Inggris merupakan salah satu subjek yang diajarkan pada mereka. Di SLB ini, mereka tidak dituntut untuk menguasai bahasa Inggris secara keseluruhan, melainkan hanya diperkenalkan saja. Contohnya mereka kenal kata-kata bahasa Inggris tentang benda-benda yang sering mereka jumpai di lingkungan mereka. Kita tidak bisa memaksakan materi yang harus mereka kuasai dengan keras karena mereka memiliki kecenderungan melawan atau memberontak. Jadi, guru lebih sering hanya mengajarkan kata-kata bahasa Inggris atau sering kita sebut *vocabulary*. Bagaimanapun, sebenarnya guru disini lebih fokus hanya agar siswa dapat berinteraksi atau berkomunikasi dan merasakan pembelajaran seperti anak normal pada umumnya.

6. Apa kendala dalam pembelajaran *vocabulary* pada mereka?

- Untuk sebuah kata yang hendak kita ajarkan itu membutuhkan waktu yang lama untuk masuk ke otak mereka. Selain itu, karena saya berlatarbelakang dari sarjana pendidikan luar biasa, bukan dari pendidikan bahasa Inggris, saya harus menguasai materi bahasa Inggris itu sendiri sesuai kemampuan saya. Selain itu, dibutuhkan keahlian khusus dan kemampuan guru dalam memilih metode, termasuk dalam mengajar *vocabulary*, sesuai dengan kondisi anak. Disini terkadang saya harus berpikir metode apa saja yang harus saya gunakan.

7. Media apa saja yang digunakan dalam mengajarkan *vocabulary* pada anak autis?

Apakah media itu juga Anda rancang sendiri?

➤ Saya sering menggunakan media gambar baik itu majalah bergambar atau *flashcard* karena mereka lebih tertarik jika belajar menggunakan media gambar.

8. Apakah kesulitan Anda dalam menggunakan media gambar dalam pengajaran *vocabulary* pada anak-anak autis?

➤ Mereka lebih sering fokus pada gambar-gambar dari pada instruksi yang harus mereka kerjakan yang saya instruksikan. Selain itu, jika mereka memperhatikan instruksi saya, mereka cenderung mengulang apa yang saya katakana, bukan malah mengerjakan apa yang saya instruksikan.

9. Apakah anda dalam mengajarkan *vocabulary* dengan menggunakan media visual (gambar) anak autis sudah dirasakan cukup berhasil dalam membimbing mereka? Bagaimana perkembangannya sekarang?

➤ Kalau berhasil *sih* belum. Bagaimanapun mereka telah bisa menguasai beberapa kata-kata dalam bahasa Inggris. Apalagi dengan media gambar yang mereka sukai dimana setidaknya mereka bisa menguasai beberapa kata dalam setiap pembelajarannya.





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let.Kol.H. EndroSuratmin Bandar Lampung Telp: (0721) 703260

APPROVAL

Title : **TEACHING AND LEARNING VOCABULARY  
THROUGH VISUAL MEDIA TO STUDENTS WITH  
AUTISM AT THE SECOND SEMESTER OF THE  
SEVENTH GRADE OF SMP LB B-C & AUTIS DHARMA  
BHAKTI DHARMA PERTIWI BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2015/2016.**

Student's Name : Azzahra Aulia Hanapi  
Student's Number : 1111040061  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies,  
Raden Intan Lampung

Advisor

Meisuri, M.Pd  
NIP. 19800515 200312 2 004

Co-Advisor

M. Ridho Kholid, M.Pd  
NIP. 19850512 201503 1 004

The Chairperson,  
of English Education Study Program

Meisuri, M.Pd  
NIP. 19800515 200312 2 004

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Education is needed by people everywhere. It is also needed by the autism children. Every child has the right to a free appropriate education. In addition, in the law of National Education system No.20 of 2003 chapter 4 article 5, it is said that Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education.<sup>1</sup> Besides, in No.20 of 2003 article 32, it is said that special education is provided for learners who have difficulties in following the learning process because of physical, emotional, mental, and social deficiencies, and also for those with proven intelligence and especially gifted.<sup>2</sup> Therefore, based on the laws above, every student has the right of education included students with autism.

Children with autism have difference of backgrounds in intellectual ability, physical ability, family, habit, emotion effect learning process which creates various problems. However, there is no exception for children with autism to have right in education. They have barriers and low development mental that they have difficulty in academic tasks, social, and also in communications, so they need education and services specifically in attending learning process.

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<sup>1</sup> Act of the Republic of Indonesia on National Education System, *Act of the Republic of Indonesia Number 20, Year 2003 on National Education System*, 2003, p. 10 - 11

<sup>2</sup> *Ibid.*, p. 19



Autism is a heterogeneous disorder. It means that people with autism can look and act very different from the others. Their intelligence is average, and their social skills are significantly impaired. Some children with autism are so impaired that they need help with even their most basic needs.<sup>3</sup> Many people assume that children with autism are troublemaker for teachers, parents and the other people because they cannot follow the learning teaching process well. It means that children with autism are actually a condition in which the sufferer experiences problems in terms of communication and behavior.

In term of communication, language is a tool of communication. Furthermore, Brown says that language is more than a system of communication, which involves whole person, culture, education and developmental communication process.<sup>4</sup> In this case, we know that students with autism have problem of social skills (communication), and they have average intellectual. Therefore, they are involved in problem with developmental communication process. It means that the children have problem of using language such as in mastering elements of language (pronunciation, grammar, vocabulary) or problem in increasing language skills (listening, speaking, reading and writing) to be able to communicate with others.

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<sup>3</sup> Heather Barnett Vague, *Psychological Disorders Autism*. (New York: House Publisher, 2010). p.3.

<sup>4</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Longman, 2001). p.34.

There are many kinds of language, and one of them is English which is used in most countries in the world. In addition, Harmer states that English seems to be one of the main languages of international languages.<sup>5</sup> Hence, people need to master English, included children with autism. In addition, according to an English teacher in SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung, Rusmiyati, S.Pd based on the interview at April, 22<sup>nd</sup> 2015, it could be concluded that English was important to be learned by children with autism because most of schools they went to had curriculum whose English as one of lessons had to be mastered by them. Besides, they also needed English because English could help them either to communicate with other people in the context of international world or to take information in English.<sup>6</sup> Therefore, English as one of the languages is also needed to learn by autism.

Vocabulary is one of important aspects in teaching language included English. According to Edward, vocabulary is one of the important factors in all language teaching, student must continually learning words as they learn structure and as they practice sound system.”<sup>7</sup> Vocabulary is language component in which students have to know all about vocabulary such as spelling, meaning, context of the use and also

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<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, ....., Longman, ..., p.1

<sup>6</sup> Rusmiyati, Interview with an English teacher, (Bandar Lampung, April 2015)

<sup>7</sup> Leny: *Teaching Vocabulary Through Pictures To The Kindergarten Students, at Madinah Kid.s School Kindergarten Serpong- Tangerang* 2006. Jakarta: English Department Faculty Of Tarbiyah And Teachers Training Syarif Hidayatullah State Islamic University.

how to pronounce it. By mastering vocabulary, it will be easy for us to learn all English skills.

Furthermore, vocabulary is one of the elements of language, because it will help students in making sentences easily and correctly both in oral and written form. It is supported by Hatch and Brown who say vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.<sup>8</sup> It means that vocabulary is a very important part in learning English. If the students are lack of vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what someone said. The people master English vocabulary, the easier they will communicate in English more. It means that vocabulary as one of elements needed to be mastered by people, included children with autism. They need to master as many as vocabulary to be able to communicate in English.

Therefore, language teaching programs for autism students is different with language instruction program for common students. It is because the development of various aspects should be related to the abilities and needs of the autism students, one of them is in the way to teach them. Because of that in language teaching, autism children

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<sup>8</sup> Hatch Evelyn and Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge Press, 1995), p.1.

need some teaching media that can help them to learn the language easier, especially media to teach vocabulary.

It is better to have visual aids as teaching media for autism language teaching. According to Yunus, one of the advantages of using visual aids is that the students can use them to process the information. In contrast, oral communication is transient once said, the message is no longer available. Oral information may pose problems for students who have difficulty processing language. The visual aids can help the autism students to recognize and to learn the words.

Grandin states that autism people think in pictures. When someone speaks to them, they instantly translate the words into pictures.<sup>9</sup> Autism children can be taught abstract words and ideas through visual concepts, like pictures and objects. Individuals with autism think visually because the part of the brain associated with visual tasks is more active. Through picture, it is expected that the teacher can attract their attention to learn so that the autism students can learn as good as other common students.

In addition, after conducting preliminary research, the researcher found that in teaching learning process at the seventh grade of student with autism in SLB Dharma

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<sup>9</sup> Temple Grandin, *Thinking in Pictures: My Life with Autism*, (New York: Vintage Books, 2006), p.3

Bhakti Dharma Pertiwi Bandar Lampung picture as visual media has been applied to teach vocabulary through student with autism. The researcher observed the teaching and learning vocabulary process in the classroom, and the researcher found that the student faced difficulty to understand material in learning vocabulary. Besides, their vocabulary mastery was still low. For example teacher said that difficult aspects in teaching vocabulary were that student did not focus and he found difficulties in memorizing and mastering vocabulary. It indicates that most of student still faces difficulties in vocabulary mastery.<sup>10</sup> Visual media like picture is one of teaching learning tools, especially vocabulary. Besides, student can get the point through visual media (pictures), especially students with autism.

There are many kinds of vocabulary. One of them is noun.<sup>11</sup> In the case of teaching vocabulary to students with autism, noun is easier to teach by using pictures than other kinds. According to Grandin, the easiest words for an autistic child to learn are nouns because they directly related to pictures. Highly verbal autistic children sometimes learn how to read with phonics because written words are too abstract to remember.<sup>12</sup> Therefore, related to this research, the researcher would like to research about students with autism's vocabulary.

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<sup>10</sup> Rusmiyati, Interview with an English teacher, (Bandar Lampung, April 2015)

<sup>11</sup> Scott Thornbury, *How to Teach Vocabulary*, (Edinburg Gate: Longman,2002), p. 3

<sup>12</sup> Temple Grandin, *Op. Cit.*, p. 14

Teaching vocabulary by using picture is effective to be implemented in teaching learning vocabulary. It has been revealed by previous research conducted by Evi, Zainal and Dewi about “Teaching Vocabulary by Using Picture for Autism Students” it revealed that the picture is effective to be used as an alternative media in teaching vocabulary. The use of picture can minimize the students’ difficulties in vocabulary.<sup>13</sup>

Based on the problem above, the researcher would like to discuss about teaching and learning vocabulary through visual media to students with autism at the second semester of the seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016.

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The autism students’ vocabulary mastery still low
2. The autism students found difficulties to understand material in learning vocabulary.

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<sup>13</sup> Evi Neviyanti, Zainal Arifin, Dewi Novita, *Teaching Vocabulary by Using Picture for Autism Students*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed at August 10th, 2016.

### **C. Limitation of the Problem**

In junior school, there are many interesting aspects to study, but the researcher focused on the autism students' vocabulary mastery through picture at the seventh grade students of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016. In addition, the researcher focused on vocabulary of noun about food based on the syllabus.

### **D. Formulation of the Problem**

Based on the problems above, the researcher formulated the problem as follow:

1. How is the process of teaching learning vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016?
2. What are the problems faced by the teacher in the process of teaching vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016?
3. What are the problems faced by the students in the process of learning vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016?

### **E. Objective of the Research**

Referring to the formulation above, the objective of the research were:

1. To know how the process of teaching learning vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016.
2. To know the problems faced by the teacher in the process of teaching vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016.
3. To know the problems faced by the students in the process of learning vocabulary through visual media (picture) at seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung in the academic year of 2015/2016.

### **F. Use of the Research**

It is hoped that the result of this research can be beneficial:

1. For the students

By using visual media (picture), it is hoped that the students feel interested and motivate in learning English so that their English vocabulary will develop and it will give positive effect in their English achievement.

2. For the teacher

Through visual media (picture), the teacher can improve their creativity in teaching process so that the goal of learning can be achieved.



### **G.Scope of the Research**

The researcher determined the scopes of the research as follows:

1. Subject of the research

The subject of the research was the student of the seventh grade students of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung.

2. Object of the research

The object of the research was the use of visual media (picture) in teaching learning vocabulary.

3. Place of the research

The research was conducted at SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung.

4. Time of the research

The research was conducted treatment about two meetings.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Teaching English as a Foreign Language**

English is used as second language and foreign language. In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. It is also the language of large commercial and industrial organizations.<sup>1</sup> Clearly, a good command of English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies as a successful, integrated member of that language community.

In the case of teaching English as foreign language, the students who learn English as a foreign language have little opportunities to use their English in real life situation. It is supported by Setiyadistating that English is really foreign language for language learner in Indonesia, for in Indonesia it is learned only at school and people do not speak the language in the society.<sup>2</sup> It is expected that the students should have the ability or knowledge of English which can be used for communication. Then, the

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<sup>1</sup>Geoffrey Broughton, *Teaching English as a Foreign Language, Second Edition*, (New York: Routledge, 1980), p.6

<sup>2</sup> Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 22

teacher has to do teaching optimally at school and give task in order that the students also can learn English out of class or school.

In addition, Broughton states that English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.<sup>3</sup> It means that English is not used in all daily activities in social life, but it is taught in school for Indonesian context.

Based on the explanation above, it can be concluded that English is as foreign language that is used by Indonesia. English is taught in the school and it is used for communication. In addition, it is expected that the students should have the ability or knowledge of English which can be used for communication.

## **B. Concept of Learning**

Learning is the process by which change in behavior, knowledge, skills, and so on that comes about through practice, instruction or experience and the result of such a process.<sup>4</sup> In addition, according to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>5</sup> It

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<sup>3</sup> Georffey Broughton, *Teaching English as Foreign Language*, (New York: Longman, 1980), p.6.

<sup>4</sup> Jack Richard, p. 298

<sup>5</sup> H. Douglas Brown, *The principle of language learning and teaching*, (New Jersey: Prentice hall, 2000), p.7

means that finally there will be change as the result that is gotten through process continuously. Therefore, we can say that the knowledge gotten by the students or learners will last for long time if it is gotten by practicing whether it is by study, experience, or instruction, so finally the knowledge can give effect to their behavior.

Learning is that people construct new knowledge and understandings based on what they already know and believe.<sup>6</sup> New knowledge must be constructed well from existing knowledge, so teacher need to pay attention to the incomplete understanding in order to what the teacher intends is same as students' understanding. There will be ability in mastering new knowledge that we do not know before, and then we know and understand what it is.

Furthermore, Hanna et al also states that learning is a long-lasting change in the learner's knowledge attributable to the learner's experience. It means that there are three main points. The first is that it is long-lasting change. The second is that the change is the learner's knowledge, and the last is that the change is from what the learner experiences.<sup>7</sup> Learning makes the learners can develop their knowledge for long time through their experiences.

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<sup>6</sup>John D. Bransford, Ann L. Brown and Rodney R. Cocking, *How People Learn*, (Washington DC: National Academic Press), p. 10

<sup>7</sup>Hanna Dumont, David Istance, and Fransisco Benavides, *The Nature of Learning*, (Paris: OECD, 2010), p. 183

Based on the explanation above, it can be concluded that learning is the process resulting or constructing relatively permanent changes or tendency of knowledge, skill, understanding or behavior through practice, study, instruction or experience.

### **C. Concept of Special Education**

#### **1. Definition of Special Education**

According to Farrell, special education refers to distinctive provision, including education, for pupils with disability/disorder. It is informed by a range of foundational disciplines, and encourages academic progress and personal and social development. Special education has identifiable aims and methods.<sup>8</sup> It means that students with autism need special education in order to be encouraged in academic target made and have good personal and social development.

According to Skjorten in Koswara, special education is education with special setting, class, school or dormitory. Special education in allocation realization for visual impairment, communication disorders, and mentally retarded. From special education right now for autism, it means that students with the same medical diagnosis or psychologically cannot learn with the same way, but they need the difference way between one student and the others student.<sup>9</sup> What one student needs is exactly

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<sup>8</sup> Michael Farrell, *Foundations of Special Education An Introduction*, A John Wiley & Sons, (Oxford: Ltd., Publication, 2009), p.1.

<sup>9</sup> Dedek Koswara, *Pendidikan Anak Berkebutuhan Khusus Autis*, (Jakarta Timur: Luxima Metro Media, 2013), p.7.

different each other. Therefore, special education need to be given for students who need it to make them easy in learning process.

Based on the explanation above, it can be concluded that special education is distinctive provision, including education, for pupils with disability/disorder who need with special setting, class, school or dormitory.

## **2. Types of Disability/Disorder**

According to Supena in Koswara, varieties of grouping students' disorders needs depend on where the grouping you do.<sup>10</sup> In addition, according to Farrell types of disability/disorder such as:

- a. Profound cognitive impairment
- b. Moderate to severe cognitive impairment
- c. Mild cognitive impairment
- d. Hearing impairment
- e. Visual impairment
- f. Deafblindness
- g. Orthopaedic impairment and motor disorder
- h. Health impairment
- i. Traumatic brain injury
- j. Disruptive behaviour disorders (including conduct disorder)

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<sup>10</sup> Ibid, p.8.

- k. Anxiety disorders and depressive disorders
- l. Attention deficit hyperactivity disorder
- m. Communication disorders (speech, grammar, comprehension, semantics and pragmatics)
- n. Autism
- o. Developmental coordination disorder
- p. Reading disorder
- q. Disorder of written expression
- r. Mathematics disorder.<sup>11</sup>

Recognizing types of disability or disorder implies that they can be justified as a way of slicing up reality. This is debated more with regard to some types of disorder or disability than with others. Also recognizing different types of disability or disorder implies some means of identification. Based on types of disability the researcher will analyze about student with autism.

## **D. Concept of Autism**

### **1. Definition of Autism**

Autism has been found declivity with mental retardation because generally autism is often diagnosed from appearing characteristic seldom teacher of special education is hard to different between autism and mental retardation. However, autism is different

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<sup>11</sup> Michael Farrell, *Op. Cit*, p. 3.

from mental retardation, for autism is more about communication problem with quite good intelegency, whereas mental retardation is more about intelegency problem than communication problem of the children.

According to Timmons et.al, autism is a developmental disability that affects the normal functioning of the brain. Autism is present from birth and has an effect on how an individual learns. It is usually diagnosed by three years of age and continues through adulthood. Therefore, individuals with autism often have difficulty with communication skills, social skills, and reasoning. So, autism sufferer has communication and social interaction disorder.

Moreover, according to Baihaqi, autism is complex derangement and it is easy to hard differences and got three difficulties that are communication, imagination, and socialization.<sup>12</sup> In addition, according to Sutadi, autism is hard developmental derangement such as influence the way someone to communicate and interaction with the other people, because autism cannot verbal communication or non verbal communication.”<sup>13</sup> Furthermore, Vague says that autism is a heterogeneous disorder. It means that people with autism can look and act very different from one other. Their intelligence is average, but their social skills are significantly impaired. Some people with autism are so impaired that they must have help with even their most

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<sup>12</sup> Deded Koswara, *Op.Cit*, p. 11.

<sup>13</sup> *Ibid*.



basic needs, such as eating, dressing, or going to the bathroom.<sup>14</sup> Hence, autisms have problem in communicating with others and it is also difficult to them to socialize. Normal people will feel difficult too to communicate with them, but it is still important to learn how we can communicate with them.

Based on the explanation, autism can be said as a developmental disability that typically appears during the first three years of life. Many children with autism have other disabilities such as mental retardation, fine motor delays, seizure disorders, attention deficit hyperactivity disorder and learning disabilities. It means that autism is actually a condition where the sufferer experiences problems in terms of communication and behavior caused by the damage on the psyche and is supported by the presence of many factors, both genetic and non-genetic.

## **2. Characteristic of Autism**

Autism has typical characteristic if it is compared to other exceptional children. Generally, autism has the characteristic such as:

- a. They do not have eye contact with the other people or their environment. Children with autism can not do the eye contact or look the teacher, parents or interlocutors when they do communication.

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<sup>14</sup>Heather Barnett Vague, *Psychological Disorders Autism*, (New York: Chelse House Publisher, 2010), p. 3.

- b. More selective to stimuli, autism is very selective to stimuli, it is like they do not like to hug, they feel sick when they are stroked by teacher or their parents. Several children feel disturbed with certain colors.
- c. Self stimuli response that disturb social interaction. Sometimes, children with autism do or show attitude like hand-flapping, conk, biting the finger when they feel annoyed or feel panic with the new situation or environment.
- d. Extreme lonely. Generally the autism like playing by themselves, because the children do not do social interaction with their environment. The children will be able severe if they are left to play by themselves.
- e. Doing the typical body physic, it is like shaking, road tiptoes, move the finger to the table.<sup>15</sup>

Furthermore, in detail Koswara states that in communication and language children with autism have characteristics as follows:

- a. Having flat facial expression
- b. Not using language or body language
- c. Rarely starting to communicate
- d. Not imitating mimic or sound
- e. Talking less or none
- f. Paroting the sentence words or song
- g. Having strange vocal intonation rhythm

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<sup>15</sup> Deded Koswara, *Loc. Cit.*

- h. Seeming not to understand the meaning of the word
- i. Understanding and using the word in limit
- j. Less language understanding, it does not do the eye contact when speaking.
- k. Not doing eyes contact directly when speaking.<sup>16</sup>

### **3. Students with Autism's Problem in Learning**

There are three big problems in learning that is faced by autists, they are: a) communication, b) social interaction, c) attitude.<sup>17</sup>

#### **a. Communication**

Qualitative impairments in communicating in at least one of the following four areas:

- 1) lack of, or delay in development of spoken language, without attempts to communicate through alternative means such as gestures or mime
- 2) in individuals who do speak, severe impairment in the ability to initiate or sustain a conversation with others
- 3) repetitive and stereotyped use of language, or use of words in unusual, idiosyncratic ways
- 4) failure to show imaginative play, such as make-believe or social imitative play appropriate to developmental level.

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<sup>16</sup>*Ibid.*p.13

<sup>17</sup>DededKoswari, *Op. Cit.*, p.14

**b. Social interaction**

Qualitative impairment in social interaction, as demonstrated by at least two of the following:

- 1) impairment in the use of nonverbal behaviors such as eye contact, facial expression, body posture, and gestures used for social interaction
- 2) lack of attempts to share pleasure, activities, interests, or achievements with other people (by failing to bring items of interest to a parent, or pointing out animals or objects, for example)
- 3) inability to respond to social situations or other people's emotions with empathy or a concerned attitude.

**c. Behavior**

Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities, as demonstrated by at least one of the following:

- 1) unusual and overly absorbing preoccupation with one or more interests or activities
- 2) a need for rigid adherence to specific routines or rituals in daily life
- 3) stereotyped and repetitive motor behaviors using parts of the body such as fingers or hands, or the whole body
- 4) persistent preoccupation with parts of objects

Learning process is the social interaction process between the children as student with the teacher or parents. Failure in doing of interaction in learning process will give effect for the children attitude problem in the classroom. Limitation of interaction and communication during teaching learning process exactly will affect students' attitude towards the teacher. In this case, students with autism's attitude also will be affected by the interaction and communication with the teacher in class. However, we know that the purpose of education is not only to transfer knowledge but also to educate the students.

In case of studying vocabulary, as in previous explanation, students with autism have problem with brain function which is generally average, and they are difficult to communicate either in verbal or nonverbal communication. Therefore, to master as many as possible vocabulary is rather difficult for them because it is hard for them to pay attention to their environment because they tend to do their own habit characteristics.

The characteristics of students with autism themselves such have been explained before by Koswara exactly become their problems in studying all lesson not only vocabulary in class. Rarely starting to communicate and not using language or body language are the beginning problem when they study and have to pay attention to teacher's explanation. Even though the teacher explains the lesson of vocabulary, they seem not to understand the meaning of the word because they only can

understand and use the word in limit. Their problems in studying vocabulary are whatever become their characteristics.

In addition, Handojo states that most of the students with autism have difficulty in comprehending oral and written information for example, following directions or understanding what they read, they will not have capability of identifying words, applying phonetic skills, and knowing word meanings.<sup>18</sup> Because of that to teach them to recognize the object and to make them able to name the object, teacher should use appropriate teaching technique, strategy and media to make them able to memorize the words easily. For example by using big and eye-catching pictures to attract the students to the words, the teacher can make the autism students can make them interesting to learn the word.

Based on the explanation above, it can be concluded that problems of students' with autism in studying vocabulary are problems of communication, social interaction, and attitude.

### **E. Concept of Vocabulary**

According to Kridalaksana, vocabulary is a component of language that contains information about the meaning and using a word in language.<sup>19</sup> Learning language includes learning the vocabulary or words. Learning is formed by words. Humans can

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<sup>18</sup>Y. Handojo, *Autisma: Petunjuk Praktis dan Pedoman Materi Untuk Mengajar Anak Normal Autis dan Perilaku Lain*. (Jakarta : PT Bhuana Ilmu Populer.2003) p.45

<sup>19</sup>Harimurti Kridalaksana, *Kamus linguistic bahasa Indonesia*, (Jakarta: Gramedia,1983). -

communicate with others through verbal language, either to apply or to receive the information the animal cannot do. The learners have to know one by one the meaning of the vocabulary. If they know all the meaning of vocabulary, it will make them easy to make sentences and to practice their language.

In addition, Brown states that vocabulary is seen in its central role, conceptualized meaningful language.<sup>20</sup> Based on the statement, it is important for the teacher to create some ways in teaching and learning vocabulary. The teaching and learning process be lively and enjoyable. So, the student can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary, it will be easier for students to learn a foreign language and use it for communication in daily activity.

Vocabulary is important thing in language learning, for vocabulary is needed in all aspects of language. In other words vocabulary is the basic element of a language. The explanation above is supported by Cameron's statement that "vocabulary is fundamental to using the foreign language as discourse".<sup>21</sup> Without vocabulary nothing can be conveyed. In other words, vocabulary should be conveyed by all of people, even though it should be conveyed by autism, because it will help students with autism to understand the words.

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<sup>20</sup> H.Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2001), p.377.

<sup>21</sup> Lynne Cameron, *Teaching Learning to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.95.

Based on the explanation above, it can be concluded that vocabulary is a fundamental component of language or central role, conceptualized meaningful language that contains information about the meaning and using a word in language.

### **F. Concept of Teaching Learning Vocabulary**

The goal of learning vocabulary is make the students understand the meaning of the words. Vocabulary development is about learning words, but it is about more than that. But it talks about the word, there are other things to make and develop the learning vocabulary. In teaching vocabulary, the teacher has responsibility to make students successful. The teacher must be able to know what kinds of techniques use their goal. English teacher cannot only give the students a list of word but related them to context of words in motivating the students. Teacher is a guidance who help the students in discovering the meaning of word. The purpose of learning vocabulary is to understand the meaning of word and use it in concert sentence.

According to Thornbury, there are five factors that are related to teaching set of words that must be considered by the teacher:

1. The level of the learner
2. The learner likely familiarity with words
3. The difficulty of items



4. Their teaching ability
5. In listening and reading.<sup>22</sup>

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he or she will teach.<sup>23</sup> Both student and teacher need to know how it talks about language at various points during learning teaching.<sup>24</sup> In other words teacher should know what he or she wants to teaching order to make student understand easily.

Here are the implications of these finding for the teaching:

1. Students need task and strategies to help them organize their mental lexicon by building networks of association the movie the better.
2. Teacher need to accept that the learning of new words involves a period of initial fuzziness.
3. Students need to wean themselves of reliance in direct translation from their mother tongue.
4. Words need to be presented in their typical contexts, so that student can get a feel for their meaning, their register, their collocation, and their syntactic environments.
5. Teaching should direct attention to the sound of new words, particularly the way they are stressed.

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<sup>22</sup>Scott Thorbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 75-76

<sup>23</sup> Michale Wallace, *Teaching Vocabulary*, (London: British library, 1982), p.83.

<sup>24</sup>Jeremy Harmer, *How to Teach English*, (New York: Longman, 2004), p.34.

6. Students should aim to build a threshold vocabulary as quickly as possible.
7. Students need to be actively involved in the learning words.
8. Students need multiple exposures to words and they need to retrieve words from memory repeatedly.
9. Students need to make multiple decisions about words.
10. Memory of new words can be reinforced if they are used to express personally relevant meanings.
11. Not all the vocabulary that the learner needs can “taught”: learners will need plentiful exposure to talk as well as training for self directed meaning.<sup>25</sup>

The teacher not only presents the material but also make teaching learning activity lively and enjoyable through the techniques so the student will interest to learn. The teachers can help the students by giving their ideas how to learn it. We learn vocabulary to understanding the meaning of words because if we do not understanding the meaning of words, we cannot learn English and that is impossible for us to communicate in English fluently. Moreover, the purpose of learning vocabulary is to make students understand the meaning of words. To understand meaning is not only to memorize a number of words, but also to use them in a sentence or in daily activity.

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<sup>25</sup>Scott Thornbury, *Op.Cit*, p.30.

From the statement above, we can conclude that in learning vocabulary, it is not enough only to ask over the students to memorize a list of words, but also to practice them in a sentence patterns. Therefore, the English teacher should give the students a manner where the students can motivate themselves to find a solution of learning vocabulary and the teacher should also give the students a better way for understanding the words more easily.

## **G. Problems in Teaching and Learning Vocabulary**

### **1. Teacher's Problems in Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/she was taught. Both students and teacher need to know how it talks about language at various points during learning and teaching.<sup>26</sup> This means the teacher should know what he/she wants to teach order to make student understand easily. However, there are some problems by the teacher in teaching vocabulary which affects the outcomes of teaching learning vocabulary in the class. Some of those problems, as Thakur states, can be described as follows:

- a. Over-crowded classes:* teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.

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<sup>26</sup> Jeremy Harmer, *Op.Cit.*, p.34

- b. Lack of Competent Teachers:* Incompetent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.
- c. Faulty Methods of Teaching:* the teaching of English suffers from the faulty methods of teaching. In most of the schools, the Translation Method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- d. Non-Availability of Good Text-books:* the text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.
- e. Apathy to New Techniques and Procedures:* most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of

teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.

- f. *Inadequate Provision of Teaching Aids:* a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.<sup>27</sup>

From the explanation above, it could be concluded that some of problems faced by teacher in teaching vocabulary are over-crowded classes, lack of competent teachers, faulty methods of teaching, non-availability of good text-books, apathy to new techniques and procedures and inadequate provision of teaching aids.

## **2. Student's Problem in Learning Vocabulary**

In learning a foreign language, vocabulary is an important component in all language skill (speaking, listening, reading and writing). It provides the vital organs and flesh to the language, students should acquire an adequate number of words and should know how to use them accurately in context.<sup>28</sup> The more the students master vocabulary, the better they have all English skills.

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<sup>27</sup>Jyoti Thakur, *Challenges and Prospects in Teaching English*, Vol. 2, No. 1, January 2013, ISSN: 2320-009X, (Punjab:Chitkara University India, 2013). p. 127-128

<sup>28</sup>Scott Thorbury, *Op. Cit.*, p.153

However in the practice of learning vocabulary in the class, there are some problems which often happen in the process of learning vocabulary. Azwani states that even though students realize the importance of vocabulary when learning language, most Students learn vocabulary passively due to several factors. The factors are described as follows:

- a. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.
- c. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.
- d. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context or pronounce it correctly.<sup>29</sup>

From the explanation above, the researcher can conclude that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are the lack of motivation in finding new vocabulary only depend on the textbook and teacher, and lack of understanding of the word construction (grammar, pronunciation, meaning, synonym, idiom, etc), they do not want to take risks in applying what they

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<sup>29</sup> Azwani, *Method of Teaching Vocabulary*, a Research Paper, Jombang, 2010, p.4

have learnt and added by the teacher techniques or media in teaching vocabulary were less interesting for the students.

## **H. Concept of Teaching Vocabulary for Autists**

For students with autism, the main focus to teach English vocabulary is that the students should know that each object has its own name in English. It is because the fact that most of the students with autism have problems in recognizing and naming object. The ability to label objects is often severely delayed in this population, as well as the inappropriate use of verbs and adjectives.

Van Lancker et al. state for example, found that students with autism were below controls in their ability to identify concrete nouns, non-emotional adjectives, and emotional adjectives.<sup>30</sup> Because of that in teaching English vocabulary, teacher should be able to use appropriate teaching media, such as picture that can help the students with autism to identify and to name the object.

## **I. Concept of Media**

According to Greek Language, *medium* or media is mean, mediator, or escort. Media also derived from the latin word 'medium' that means 'between'. The term refers to anything that carries information between a source and receiver. In other word, the

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<sup>30</sup> Blerkom Malcolm.L.Van, *Measurement and Statistic for Teacher*, (London: Routledge, 2009), p. 5.

understanding from media in learning process means as graphic instruments, photographic, or electronic to catch, processes and arrange the visual information or verbal.<sup>31</sup> What can be used to make process of teaching learning more effective and interesting and also the students can understand the material that the teacher wants to teach can be said as media of teaching learning.

Using media in language teaching process is one of the common things to achieve the goal of learning in the school; Teacher should make variety in teaching with using interesting media to make students do not get bored. Certainly, using media in teaching language is technological innovations that prevail in nowadays to help teacher giving information or transfer knowledge to the students. Tafani, Vilma states that, “ media provide teachers and students with creative and practical ideas. As line with Tafani, Molenda, Ann Kovalhick and Kara Dawson says that, “ the use whatever methods or media were appropriate for the learner and the task, acknowledge that words can be a powerful and efficient means of conveying ideas even for the youngest children”.<sup>32</sup>

Gagne in Arsyad states that media in education are, “tools that physically use to convey the teaching material, it consists of books, tape recorder, cassette, video

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<sup>31</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Grafindo Persada, 2005), p.3.

<sup>32</sup> Desti Cahya Dewi, *Teaching Vocabulary Irregular English Verbs Through Flashcard*, 2011, p.13. Available online at <http://universityofibnkhaldunbogorindonesia.blogspot.com/2010/07/teachingvocabulary-irregular-english.html>, Accessed on June, 25<sup>th</sup> 2015



camera, video recorder, film, slide picture, photo, picture, graphic, television, and computer”.<sup>33</sup> Creative use of media was enable students to be more interested in receiving lesson, learn better and can improve their performance in accordance with the objectives to be achieved.<sup>34</sup> From those definitions, it can be concluded that media is something was enable students to be more interested in receiving lesson in teaching and learning process.

Based on the explanation above, it can be stated that media are aimed to share instructional information. The use of media should involve students in a form of activity in order to make a process of teaching and learning. From the description, media have an essential part of teaching learning process.

## **J. Types of Media**

According to Arsyad, there are types of media. They are as follows:

### **1. Visual Media**

They are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard.

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<sup>33</sup>*Ibid*, p. 4

<sup>34</sup>Rudi Susilana, *Media Pembelajaran: Hakikat Pengembangan, pemanfaatan dan Penilaian*, (Bandung: CV.Wacana Prima, 2009), p.7

## 2. Audio Media

They are media that can be listened from audio media. It means that audio media has sound which is listened by us. And to mean as thinking that the content message in audiotape form such as vocal cord /tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.

## 3. Audio Visual Media

They are media that have sound and picture. Video is an example from audiovisual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated.<sup>35</sup>

Media is also considered as instructional system of teaching learning process. Instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of teaching learning process.<sup>36</sup> The teacher can select the media from the traditional ones up to the modern ones. Traditional media is the media that are not use the modern technology, for the example picture, books, nature, etc. While the modern media is the media that use the modern technology, the examples computer, multimedia room, etc. Teaching media is an instrument, method and technique, which is used to make communication and interaction between students and teacher in education and learning process more effective.

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<sup>35</sup> Azhar Arsyad, *Op. Cit.*, p. 3

<sup>36</sup> Ibid, p.18.

Based on explanation above, the researcher concluded that media are humans, materials, or creations that build a condition, thus the students be able to get knowledge, skill, or attitude to stimulate mind, feeling and students' interest to study in teaching and learning process. Media can be classified into three categories. They are visual, audio and audio visual. In this study, the researcher used visual media for teaching learning process of teaching vocabulary mastery because through visual media, it can motivate the students to learn and pay attention to the material given.

#### **K. Concept of Picture**

The students will get knowledge or learned something well when they felt fun, interactive and excited during the teaching learning process. Redjeki states that learning a language should be fun, interactive and exciting.<sup>37</sup> In other words, there are some aspects considered as the factors that can influence the condition such as teacher's teaching media, materials, and classroom. Media used by the teacher in presenting the lesson play an important role in making the students learn well. One of the media that can be applied in teaching vocabulary is picture.

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to

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<sup>37</sup>Redjeki Agoestyowati. 2007, 102 *English Games*, (Jakarta : Gramedia Pustaka Utama, 2007)p.13

teach or reinforce language skills.<sup>38</sup> Meanwhile, Mckenchnie defines picture in Webster dictionary that, picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.<sup>39</sup> It means that picture is one media can be used in teaching learning process. Moreover, picture is an innovative media that can motivate the students to focus on the material given.

An image is an artifact that depicts or records visual perception, for example a two dimensional picture, that has a similar appearance to some subject usually a physical object or a person, thus providing a depiction of it.<sup>40</sup>

Based on explanation above about the picture meanings, it indicates that the pictures has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences.

## **L. Types of Pictures**

There are two kinds of pictures that Szyke finds especially useful as teaching aids, they are:

- a. Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits,

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<sup>38</sup>Leny: *Teaching Vocabulary Through Pictures To The Kindergarten Students, at Madinah Kid.s School Kindergarten Serpong- Tangerang* 2006. Jakarta: English Department Faculty Of Tarbiyah And Teachers Training Syarif Hidayatullah State Islamic University.

<sup>39</sup>*Ibid.* p.30

<sup>40</sup>Image, <http://en.wikipedia.org/wiki/Image>, Accessed on May 30<sup>th</sup> 2015

pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model

- b. Pictures of situations in which person and object are .in action. Between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

According to Bowen, there are some types of pictures as their shapes:

- a. Wall charts
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence Picture is a series of pictures of a single subject it is function is tell a story or a sequence of events.
- d. Flash cards
  - 1. Word Flash cards; card with printed words on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes.
  - 2. Picture Flash cards; useful for the representation of a single concept, such as an object or in action.

e. Work cards

Includes visual as well as text magazine pictures drawing maps and diagrams can be important part or work cards at all levels used for variety of purposes.<sup>41</sup>

The description above teaching some language- learning skills, which the language teacher helps the student enter to an imaginative experience beyond the classroom. In this reseach, the reseacher choose picture of individual persons or thing, because the teacher in SMPLB B&C Dharma Bhakti Darma Pertiwi using picture. The reseacher will analyze students' vocabulary mastery using picture.

### **M. Procedure of Teaching Vocabulary Using Pictures**

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Using picture is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding. It means that using picture can be a good technique in teaching English vocabulary to the children.

In this research, the researcher used methods. That is audio lingual method. According to Larsen, Audio Lingual Method uses language learning that is a process

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<sup>41</sup>Leny: *Teaching Vocabulary Through Pictures To The Kindergarten Students, atMadinahKid.s School Kindergarten Serpong- Tangerang*., Available on <http://ejournal.uinj.ac.id/index.php/jelt/article>. Accessed at August 26<sup>th</sup>, 2015

of habit formation.<sup>42</sup> In addition, it is important for teachers to prevent student error since they can lead to the formation of bad habits. Besides, students should overlearn the sentence or vocabulary of the target language. At last, positive reinforcement helps students to develop correct habits.

The procedures of Audio Lingual Methods, they are as follows;

1. The teacher tells one of vocabulary for the students and asks what they should do.
2. The teacher shows the vocabulary by using picture, gesture, and props.
3. The students will be able to do the vocabulary drills smoothly, quickly, and without mistake.
4. The teacher acts the vocabulary again.
5. The teacher leads the students in repetition drill.
6. The teacher and students practice the words together.
7. The teacher asks students to follow the students' instruction.<sup>43</sup>

In addition, Setiyadi states that in the audio lingual method language learners are equipped with the knowledge and skill required for effective communication in a foreign language. There are some principles of audio lingual method.

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<sup>42</sup> Diane Larsen, *Language Teaching Methods*, (Washington : United States Department of State, 1990).

<sup>43</sup> *Ibid*

The principles of the method derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the audio lingual method are :

1. Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters,
2. Language learners are able to speak in acceptable pronunciation and grammatical correctness,
3. Language learners have no difficulties in comprehending printed materials,
4. Language learners are able to write with acceptable standards of correctness on topics within their experience.

Huebener in Setiyadi, the procedure can be as follows :

1. The language teacher gives a simple word. It should be given in order for the language learners to comprehend the word.
2. The language learners listen attentively while the teacher reads or recites the word. Gestures and facial expression or dramatized action should accompany the presentation.
3. Repetition of each word by the language learner in chorus is the next steps. Each word may be repeated a half of times.
4. If many learners make the same errors chorus repetition and drill will be necessary.



5. Pairs of individual learners now go to the front of the class room to act out the word. By this time they should have memorized the word.<sup>44</sup>

Based on explanation above, the researcher concluded that the process of teaching English vocabularies by using pictures consists of three steps as follows:

1. Pre-activity (Warming up)

Warming up is the first step in the teaching process. In this stage, the teacher presents the new materials to the students. The teacher does it by asking the students some questions related to the material or the topic being discussed, for example, if the topic is about food, the teacher will ask the students some questions like 'Can you mention examples of food?'. This activity is done to introduce the new topic to the students.

2. Main Activity (Presentation and skill practice)

- a. The teacher asks students to think about food.
- b. The teacher tells one of vocabulary that is related on food.
- c. The teacher shows the vocabulary by using picture, gesture, and props.
- d. The students will able to do the vocabulary drills smoothly, quickly, and without mistake.
- e. The teacher acts the vocabulary again.
- f. The teacher leads the students in repeatition drill.
- g. The teacher and students practice the words together.

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<sup>44</sup> Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.55-60.

### 3. Post-activity

This is the last step in teaching and learning activity. It carries out to know how far the students understand the material. It is also used to know the teacher's way of teaching as an input to make a better way of learning. In the assessment step, the teacher asks the students to do the exercise in their worksheet related to the material that have been explained.

## **N. The Advantages And Disadvantages of Picture**

### a. The Advantages of Picture

Following are some opinions concerning with the advantages of using pictures.

According to Gerlach:

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct disconcertion.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.

### b. The Disadvantages of Pictures Used

There are some disadvantages of pictures used in teaching and learning process, such as:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Possible ways to overcome them are:

1. Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students. Activities including their attention during the teaching learning process.
2. The teacher should make or choose attractive simple pictures to avoid wasting time and money.
3. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.<sup>45</sup>

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<sup>45</sup>Leny: *Teaching Vocabulary Through Pictures To The Kindergarten Students, at Madinah Kid.s School Kindergarten Serpong- Tangerang* 2006. Jakarta: English Department Faculty Of Tarbiyah And Teachers Training Syarif Hidayatullah State Islamic University

## **O. Concept of Teaching Vocabulary for Students with Autism through Visual Media**

Warber stated that a person with autism generally has language, communications, social, and cognitive skills problems. Due to these difficulties, children with autism learn better with visual aids, imitation and structured environments that accommodate their sensory sensitivities and routines. The visual aids combined with demonstrations of different activities can help a child improve language skills.<sup>46</sup> Because of that the types of vocabulary that should be learnt by the autism students should be visually able to represent the imitation of the real object. For the students with autism their first experience about the name of the object is important. Because of the vocabulary that they can see and touch in their real life is important, vocabulary have to be learnt first them.

For the students with autism, the focus of learning vocabulary is to recognize what the meaning of the word is. They learn to name the object. Because most of them can not name the object, they only point at the object without saying any word to name the object. That is why the visual teaching media is necessary for

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<sup>46</sup>Adrienne Warber, *Teaching Techniques for Students with Autism Spectrum Disorder*, 2010 Available at [www.stageslearning.com.html](http://www.stageslearning.com.html), Accessed on 30<sup>th</sup> April 2015.

students with autism to learn the vocabulary to catch their words' understanding.<sup>47</sup>

In teaching students with autism, teachers should remember that students with autism who think in pictures are learning what is essentially in a foreign language. Therefore, because picture is one of visual media that can represent object in printed image, the use of picture as media in teaching English vocabulary is suitable for the students with autism. The use of picture can make the autism students recognize the name of the object in English easily. The pictures such as kinds of animals, part of the body or fruit are suitable to teach simple English vocabulary. It is because those words are familiar with the students' life. So the objects are not new things for students with autism. It means that pictures have important roles in teaching vocabulary for students with autism. So the use of pictures in teaching vocabulary for students with autism is necessary to be conducted.

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<sup>47</sup> Evi Neviyanti, Zainal Arifin, Dewi Novita, *Teaching Vocabulary by Using Picture for Autism Students*, English Education Study Program, Languages and Art Education Department, Teacher Training and Education Faculty, Pontianak, Tanjungpura University.

## **CHAPTER III RESEARCH DESIGN**

### **A. Research Design**

This research used the descriptive qualitative method in collecting and analyzing the data. Qualitative research is a type of educational research in which the researcher relies on the views of participants, ask abroad, general questions, collects data consisting largely of words (or text) from participants describes and analyzes for themes and conducts the inquiry in a subjective, biased manner.<sup>1</sup> Qualitative data consists of written records of observed behavior that are analyzed qualitatively.<sup>2</sup> Therefore, in qualitative research, the data was collected in the form of descriptive data.

The researcher used descriptive qualitative research because she wanted to know the teaching learning process through picture towards children with autism and theirvocabulary mastery by using picture. The teaching vocabulary by using picture to them had been applied, but the result of students' vocabulary mastery was still low.

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<sup>1</sup>John W. Creswell *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, 4th ed.,(Boston: Pearson Education, 2005), p. 39

<sup>2</sup> Keneth S. Bordens & Bruce B. Abott,*Research Design and Method, a Process Approach*. (New York: The Guilford Press, 2005), p. 35.

## **B. Source of Data**

The researcher selected the people or participants who knew the phenomenon of the problem. To choose the sample, the researcher used purposive sampling technique. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.<sup>3</sup> The researcher chose the English teacher of the seventh grade of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung as the source of data of this research. In addition, the researcher chose a student of the seventh grade as the sample of the research because in SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung only had one class of the seventh grade consisting of only one student.

Nevertheless, according to Ary, because of the depth and extent of the information sought in qualitative studies, purposive samples are typically small. There is no general rule about the number of participants to include in a qualitative study. Practical considerations such as time, money, and availability of participants influence the size of the sample.<sup>4</sup> Based on Ary's explanation above, the researcher took source of data from an English teacher and one student.

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<sup>3</sup> Jhon W. Creswell. Op Cit, p.204.

<sup>4</sup> Donald Ary, *Introduction to Research in Education*, Belmont, Wadsworth, 2010, p. 429

### **C. Data Collecting Technique**

In this research, there were some steps conducted with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the researcher conducted the observation and interview to get the data of this research. The steps were as follows:

#### **1. Observation**

Observation is collecting data process which in this research the researcher observes the situation of teaching learning process in the class.<sup>5</sup> Observation is properly used in the research which it relates with teaching learning process, student's activity, and problem which may arise.

In this research, the researcher was as an observer to get the data. The researcher was not involved directly in the classroom activity. The researcher only made a note during the teaching learning process. In this case the researcher only took note, analyzed and made inferences about the object under study based on observation guideline (Appendix 2). Nevertheless, before the teaching learning began, the teacher prepared a lesson plan and discussed the material.

#### **2. Interview**

The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions

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<sup>5</sup> Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012). p.136.



beliefs, and feelings about situations in their own words. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.<sup>6</sup>The researcher used interview for the teacher. This interview aimed to get an accurate data that was not gotten from observation and to verify the observation, and the interview guideline can be seen in Appendix 3.

#### **D. Research Instrument**

In this research, the researcher was the key instrument in collecting the data. She obtained the data that are needed to her research. The researcher was the observer of this research. She observed the activities which were lasted during her research. She was the nonparticipant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.<sup>7</sup> As a result, she will not join or participate in the activity of her research subjects. In collecting the data, the researcher used triangulation technique. It consists of observation, interview and questionnaire. The description of those instruments is as follows:

##### **1) Observation**

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research sites.<sup>8</sup> This research used observation manual that the researcher will prepared it before. Observation manual observed the

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<sup>6</sup>Ary Donald, *Op. Cit.*, p. 438

<sup>7</sup> John W. Creswell, *Educational Research*, (Boston: Perason Education, 2012),p.214.

<sup>8</sup> Ibid, p.211.

process of teaching learning vocabulary through picture. In addition, the researcher focused on vocabulary of noun food. The aspects of teaching learning process are described as follows:

**Table 1**  
**Observation Guidelining**

No	Pointer of Observation	Yes	No	Note
1	Teacher greets and starts the lesson.			
2	Teacher explains the materials.			
3	Teacher uses media picture in teaching vocabulary.			
4	Teacher engages students to practice by using food picture.			
5	The situation in the class while teaching and learning process.			
6	Teacher assesses students' activity in learning vocabulary by using food picture.			
7	Attention and participation of the students to the lesson.			
8	Teacher provides help and feedback in learning vocabulary by using food picture.			

9	Teacher finds difficulties in applying food picture in learning vocabulary.			
12	Teacher closes the lesson.			

## 2) Interview

Interview is one of the techniques in collecting the data by asking some questions to the participants related to the research problem directly.<sup>9</sup> This research used interview both formally and informally to collect the data from the teacher. The formal interview conducted in certain place and certain time, with the people who essential understand about the phenomenon. The informal interview conducted with the participants anytime, anyplace with relax situation. The interview conducted by one-on-one interview and focus group interview to help the researcher in understanding the phenomenon and answer the research question. The topics of interview can be described as follows:

**Table 2**  
**Specification of Interview**

No	Component of interview	No. item
1	Over-crowded classes	1
2	Lack of Competent Teachers	2
3	Faulty Methods of Teaching	3,4,5
4	Non-Available of Good Text-books	-
5	Apathy to New Techniques and Procedure	-
6	Inadequate Provision of Teaching Aids	7,8,9

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<sup>9</sup> Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, Yogyakarta: Diva Press, 2010, p. 145.

### **E. Research Procedure**

To have the best result of the research, the researcher proposed the procedures of research in the following steps :

1. Getting permit from the principal.
2. Consulting to the teachers.
3. Formulating the research questions and determining the focus of the research.
4. Determining the cases, the way of collecting and analyzing the data as well as the way of reaching the conclusion.
5. Preparing the instruments (observation, interview, questionnaire) of collecting the data.
6. Determining the class that will become the subject of the research.
7. Collecting the data from the subject of the research through observation, interview, and questionnaire.
8. Documenting the collective data.
9. Evaluating and analyzing the data to come at the fixed result of the research.
10. Reporting the result of the data analysis to induce the research finding.<sup>10</sup>

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<sup>10</sup> Rolina Wika Utami, *Teaching Vocabulary Through Total Physical Response at First Semester of The Fifth Grade Students at SD Negeri 4 Kedondong Pesawaran, 2013/2014. Unpublished Thesis*. 2013. Bandar Lampung: Tarbiyah and Teacher Training Faculty Raden Intan State Institute of Islamic Studies.

## **F. Trustworthiness of the Data**

In qualitative research, trustworthiness has 4 criteria:

1. **Credibility:** Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data from the participants’ original data.
2. **Transferability:** Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the project.
3. **Dependability (stability of the data):** Dependability is an assessment of the quality of the integrated process of the data collection.
4. **Confirmability (neutral and objective):** Confirmability is a measure of how well the inquiry’s findings are supported by the data collect.<sup>11</sup>

From the explanation above the researcher chose the credibility to reveal data as the real of the subject. This qualitative research used some methodologies to keep the credibility of the data in order to have more accurate conclusion. To make the credible data, triangulation employed. Sugiyono states that Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Since the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>12</sup>

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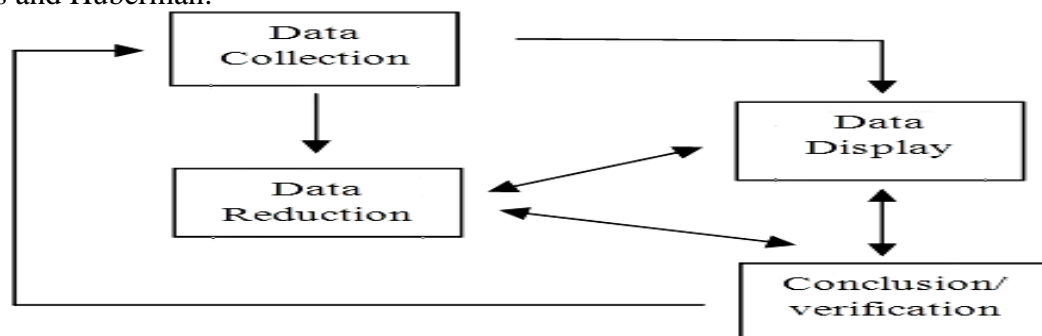
<sup>11</sup>*Ibid.*, p.367

<sup>12</sup>*Ibid.*, p.246

In this research, the researcher used triangulation. There are many kinds of triangulation: time-triangulation, place-triangulation, theory-triangulation, method-triangulation and researcher-triangulation. From several kinds of triangulation the researcher used method-triangulation. In method triangulation, the researcher used two data collecting techniques, they were: observation and interview. The observation focused on teaching learning process of vocabulary through visual media. Interview would be conducted to get the data which used to make sure about the result of observation.

### G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>13</sup> This following figure illustrates the component of data analysis by Miles and Huberman:



**Figure 1**The Component of Data Analysis

<sup>13</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p.12

The figure above shows that qualitative data analysis is a continuous, interactive enterprise. Issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episodes follow each other. But the other two issues are always part of the ground. These are clear explanation about data analysis process of this research:<sup>14</sup>

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>15</sup> In this case, the researcher selected the data that contain of observation on teaching learning process, interviewed to the teacher and questionnaire to the student.

### **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>16</sup> By analyzing the data,

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<sup>14</sup>*Ibid.*

<sup>15</sup>*Ibid*, p.10

<sup>16</sup>*Ibid*, p.11

the researcher found out the problems. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

### **3. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>17</sup>

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<sup>17</sup>*Ibid*, p.11



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. General Description of the Research Place**

SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung is located on Jl. Teuku Cikditiro Beringin Raya Kemiling Bandar Lampung. For conducting teaching learning process, SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi has used its own buildings. The school has 27 classes. It consists of three classes begin grade 7 until 9. This school has 889 students and almost the teacher of the school graduated from SMA, D-3, S1 and also S2.

The situation of SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi is very disciplines in anything else because the school try to increase the students knowledge, technology, their attitude, their faithful to the god who's the great one, and also beneficial in the society. Here is the detail information of SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi :

School's Name	: SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi
School Statistic Number	: 83412600701 and 822126001003
NPSN	: 10807124
Address	: Jl. Teuku Cikditiro Beringin Raya Kemiling Bandar Lampung

Organization time : In the Morning  
 School category : Special Junior High School  
 Telepon/Fax : (0721) 271049  
 E-Mail : slbdbdp@gmail.com  
 Website : slb-dharmabhakti-dharmapertiwi.com

Further information, Jl. Teuku Cikditiro Beringin Raya Kemiling Bandar Lampung  
 has some infrastructural facilities to support the teaching and learning activities.  
 Below is detail of facilities available at the school:

**Table 3**  
**Facilities and Condition of SMPLB B-C and Autis Dharma**  
**Bhakti Dharma Pertiwi Kemiling**  
**Bandar Lampung in 2015/2016**

No	Room Name	Total	Condition
1	Headmaster's room	1	Good
2	Administration's room	1	Good
3	Teacher's room	1	Good
4	Library	1	Good
5	Guidence and Counseling	9	Good
6	UKS room	1	Good
7	Canteen	1	Good
8	Mosque	1	Good
9	Toilet for teachers	2	Good
10	Toilets for students	10	Good
11	Parking spot for teachers	1	Good

12	Security room	1	Good
13	Kitchen	1	Good
14	Gimnasium room	1	Good
15	Guest House	1	Good
16	Computer room	1	Good

*Source : Documentation Facilities and Condition of SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi.*

Moreover, SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi has 7 teachers.

The detail information about those teachers can be identified as follows:

**Table 4**  
**The Teachers' Situation of SMPLB B-C and Autis**  
**Dharma Bhakti Dharma Pertiwi 2015/2016**

No	Subject	Total
1	SMPLB-B	2
2	SMPLB-C	2
3	SMPLB-Autis	3
<b>Total</b>		<b>7</b>

*Source : Documentation of SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi in 2015/2016*

## **B. Research Procedure**

The research conducted was to know the process of using visual media in teaching learning vocabulary and the problems faced both by the teacher and the students at SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi.

In investigating the process of implementing visual media prezi in teaching vocabulary, the researcher used two instruments in collecting the data, they were: observation and interview.

In the observation, the researcher observed the process of using visual media in teaching learning vocabulary in the class by observing both the teacher and the students. Then, the researcher interviewed the teacher to know the teacher's problems in implementing prezi in teaching vocabulary and to confirm the data gained from observation.

The research was conducted at SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi in the second semester of the seventh grade which started from January 05<sup>th</sup> 2016 up to January, 21<sup>st</sup> 2016.

1. On January 05<sup>th</sup> 2016, the researcher met the headmaster and got permission to do research at SMPLB B-C and Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung.
2. On January 05<sup>th</sup> 2016, the researcher asked the data such as history of school, profile of teacher, and so on.
3. On January 11<sup>th</sup> 2016, the researcher met and interviewed the teacher to discuss the lesson plan, technique and material used in teaching learning process, especially vocabulary.
4. On January 13<sup>rd</sup> 2016, the researcher conducted the first observation/ first meeting.

5. On January 20<sup>th</sup> 2016, the researcher conducted the second observation/ Second meeting.
6. On January 21<sup>st</sup> 2016, the researcher met the headmaster to thank for permission to conduct the research at the SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung.

### **C. Data Analysis**

After collecting the data, the researcher analyzed the data. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>1</sup> The following paragraphs are the explanation about the data collected by the researcher.

#### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.<sup>2</sup> In this step, the researcher selected which data used in her research. There were two ways in collecting the data; observation and interview. The researcher selected the data based on the data collecting. Observation was to know the process of teaching learning English vocabulary through visual media and students' problems in learning English. Meanwhile, interview was to know teacher's problems in teaching English.

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<sup>1</sup> Sugiyono, *Metode penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung : Alfabeta, 2012), p 337

<sup>2</sup> *Ibid.*, p. 338

### **a. Whole Data**

Before explaining about data reduced, the researcher would like to show whole data that were obtained as follows.

#### **1) Observation Data**

##### **a) First Meeting**

In the first meeting, the researcher started to conduct her research by observing the class VII and took some notes (see appendix 1). She observed all things that lasted in the classroom activity. It was all about how the teacher delivered the material and how the students interacted to their friends in the classroom and their English teacher. The teacher had prepared the materials with the media, pictures in cards (flashcard). The media were pictures of food which were likely liked or disliked by the student.

First of all, the teacher opened the class by greeting the student and prepared tools, like picture, sensory tool and so on. Then, the teacher led to pray together. Before they came to the lesson, the teacher gave brainstorming to the student by asking '*Tadi pagi sarapan apa?*' (What did you eat for breakfast this morning?) to encourage the student's attention towards the lesson that would be learned. Then, the teacher told what they were going to study at that time by saying '*Kita akan belajar tentang makanan yang disukai dan tidak disukai*' (We are going to study about dislike and like towards food').

In teaching, the teacher showed the media of pictures to the student. The teacher pronounced words of the pictures about food and asked the student to repeat after her. She showed the picture one by one then mention what picture it was. After that, the teacher pronounced the word based on picture showed. Then, she asked the student whether he liked or disliked the food. For example, the teacher said, 'banana' as she showed the picture of banana. The student said 'banana'. Then she asked, "*Apakah kamu suka?*" (Do you like it?). The student answered it by saying, "*Ya*" or "*Tidak*". But, when the teacher said "*Apakah kamu suka?*" (Do you like it?), the student often said "*Apakah kamu suka?*" (Do you like it?) also. However, the answer had to be "*Ya*" or "*Tidak*" (Yes/ no), and the student often liked some food but it was difficult to show the like expression, just flat. Moreover, the student took more attention to the pictures than what the teacher said about the English name of each food in the picture card and how to pronounce it. Furthermore, the student's attention did not focus on the teacher's instruction. The student did some activity of his own world like holding, touching, pressing his handphone.

To solve the problem above, the teacher taught the student personally and slowly. When the student seemed lazy to repeat some words and answer the question whether he liked or not, the teacher still asked him to do calmly and sweetly, so finally the student followed her. At the end, the teacher said to the student to not buy snack at random and to eat healthy food only.

### **b) Second Meeting**

On the next meeting, the researcher conducted her research by observing the class and took some notes for the second meeting (See appendix 2). Firstly, like previous English lesson, the teacher opened the class by greeting the student. And then she prepared tools, like picture, textbook, sensory tool and so on. The teacher led to pray together. Then, the teacher reviewed the lesson by asking the student for the lesson in the last meeting. She said, “*Masih ingat pelajaran kita tentang makanan dalam bahasa Inggris?* (Do you still remember about food in English?)” However, the student was just silent with flat expression. Then, the teacher started the lesson by giving brainstorming to the student by asking ‘*Apakah makanan favoritmu?*’ (What is your favorite food?) to encourage the student’s attention towards the lesson that would be learned. However, the student was just silent with flat expression. Then, the teacher told what they were going to study at that time by saying ‘*Kita akan belajar tentang makanan kesukaan kita lagi*’ (We are going to study about our favorite food again’).

The teacher showed the picture cards and coloring picture magazine book to the student. She showed coloring picture magazine book about food to the student. The teacher put many picture cards randomly on the student’s table and asked for the student’s favorite food. The student chose some food he liked. There were many pictures of food in a page of the book, and the student was asked for what his favorite



food in the pictures. The student pointed the pictures and said '*Pian suka apel, Pian suka nasi goreng,*' for example. Then, the teacher showed picture card and pronounced words of the pictures about food and asked the student to repeat after her. Then, she asked the student whether he liked the food or not. For example, the teacher said, 'apple' as she showed the picture of banana. The student said 'apple'.

Then, the teacher asked by saying in English, "Do you like it?" The student firstly answered by saying the same, "Do you like it?". Then the teacher said, "*Kalau suka bilang* 'like' *Kalau tidak suka bilang* 'dislike'." And the teacher asked again, and the student answered by saying 'like' to food he liked and 'dislike' to food he did not like. The teacher waste more time to ask the student because he responded slowly. In this case, the teacher was still patient to teach the student. Finally, the student repeated what the teacher said and did well. Besides, when the teacher asked whether he liked the food or not, he started to show the pleasant of likeness face mimic.

Sometimes, the student, like last meeting, was busy with his own activity such as handing his handphone, whereas the teacher had asked him to save it. The student's attention did not focus on the teacher's instruction. The student did some activity of his own world like holding, touching, pressing his handphone. He always brought his handphone, and the teacher let him do it because when he was asked to put or save the handphone, he often became angry. At the end, the teacher said to the student to

not buy snack at random and to eat healthy food only. Then, the teacher led praying and with the student prayed together.

## **2) Interview Data**

For collecting some data, the researcher also conducted the interview. She interviewed the English teacher. She did not interview the student because it was difficult to communicate with autism student. This was aimed for knowing the teacher's problems in teaching learning vocabulary through picture. There were nine questions (see appendix 3).

From the interview number 1 to 4, it was known that the teacher had taught students with special need such as *tuna netra* and *grahita* for about 20 years in Dharma Bhakti Dharma Pertiwi Bandar Lampung School. Meanwhile, teaching autism students had been done for about 9 years. Furthermore, the teacher explained that there had been difference between teaching normal and autism students, for autism students tended to have their own unique characteristic than the normal ones. What made her different from other teachers was that she not only taught them but also trained her capability to know the expression of autism students who tended hard to show what they wanted to express. Besides, she also said that she had to have knowledge about autism and the way how to teach autism children especially media and method because they liked learning using media.

Moreover, from question number 5, we know that the teacher also taught English to autism students even though they were not demanded to master English comprehensively but only be introduced. For example, the students knew about things around them. In this case, the teacher often only taught vocabulary than complex English, for they could not be forced to learn. However, the teacher only focused on how the students could interact with others like normal students.

Furthermore, from the interview number 6, the teacher said that it was difficult to master and to memorize even only one word by student with autism. In this case, as a teacher whose education background was from special education, she tried to teach vocabulary in English with appropriate method as well as possible even though she was not from English education department. Sometimes, she had to think the method first before teaching.

In addition, from the interview number 7 and 8, the teacher in teaching vocabulary often used picture as media because student with autism liked picture more as media. However, the student more focused on the pictures than with what the teacher's instruction. The teacher also explained that the student would repeat the same as what the teacher said than doing what instruction to do.

At the end of the interview, from the interview number 9, the researcher asked the teacher for the teaching and learner success. In this case, the teacher said that she could not decide whether she had been succeed enough or not yet, but it was an

achievement that the student with autism could master some words or vocabulary in English with picture media that the student liked

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## **b. Data Reduced**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.<sup>3</sup>

From whole data above, the researcher selected the data that had to be reduced to get the data that would answer formulations of this research.

### **1) Observation Data**

This observation was done to know the process the process of teaching learning vocabulary through picture and students' problems in learning it.

To know the process of teaching learning vocabulary through picture to students with autism, the researcher reduced some data based on the theory of process of teaching learning vocabulary through picture as follows.

#### **(1) Pre-activity (warming up)**

(a) Teacher presents new material to students

(b) Teacher asks the students some questions related to the material or topic being discussed.

#### **(2) Main activity**

(a) Teacher begins to explain the material to students.

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<sup>3</sup> *Ibid.*, p. 338

(b) The teacher teaches all English skills:

- Listening; the teacher shows some pictures and asks the students to listen to her and then to repeat vocabulary about the pictures after her.
- Speaking; the teacher leads the students to some communicative activities by showing the pictures and then making communicative conversation about the pictures.
- Reading; the teacher reads the vocabulary twice to make it clearer, then she asks the students to read the vocabulary aloud together after the teacher does.
- Writing; the teacher shows the pictures one by one and gives questions, then she asks the students to write the answers on the board and the students have to pronounce them well, and if they can do it well, the teacher gives appreciation like a gift.

(3) Post-activity (assessment)

- (a) Teacher asks the students to do exercise in their worksheet related to the material. If the time is over, it can be students' homework and will be checked in the next meeting.

In addition, student with autism's problems in learning vocabulary through pictures based on the Azwani's theory in chapter 2 are as follows.

- a. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.
- c. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.
- d. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context or pronounce it correctly.

#### **a) First Meeting**

Based on the theory of the process of teaching learning vocabulary through picture, the researcher reduced the some data obtained from the guideline observation in the first meeting. The data reduced were pointer observations number 1, 8, and 10.

Data reduced from pointer number 1 were that the teacher opened the class by greeting the student, prepared teaching learning tools and led to pray together to start the lesson. Then, from the pointer number 8, data reduced was that teacher said to the student not to buy snack at random and to eat healthy food only. Moreover, from the pointer number 10, data reduced was that the teacher and student prayed together to close the lesson.

### **b) Second Meeting**

Based on the theory of the process of teaching learning vocabulary through picture, the researcher reduced the following data obtained from the second meeting in the observation. The data reduced were pointer observations number 1, 8, and 10.

Data reduced from pointer number 1 were that the teacher opened the class by greeting the student, prepared teaching learning tools, led to pray together to start the lesson and reviewed previous lesson. Then, from the pointer number 8, data reduced was that teacher said to the student not to buy snack at random and to eat healthy food only. Moreover, from the pointer number 10, data reduced was that the teacher and student prayed together to close the lesson.

Meanwhile, the data of student's problem in learning vocabulary through picture gotten from the observation both in first and second meetings are not reduced by the researcher because they were suitable with the Azwani's theory.

### **2) Interview**

From the whole data of interview explained before, there were some data reduced by the researcher; they were guideline number 1, 2, 3, 4, 7, 8, and 9, for those numbers did not explain what the researcher wanted to get from interview, that was to know the teacher's problem in teaching vocabulary through pictures. Whereas, guideline number 5 and 6 gave the researcher's intention.

## **2. Data Display**

Data display is the second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>4</sup>

### **a) Observation Data**

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here is displayed the result of observation sheet from data displayed in teaching learning process that can be seen as follows.

Based on the data showed in the data reduction, in this part the data of process of teaching learning vocabulary through picture and student's problem in learning it were identified and displayed for the two meetings.

#### **1) The first meeting**

Based on data reduced, the observation consisted of three points. The first point was process that consisted of three parts.

##### **a) The first part was pre-activity.**

It was the pointer of observation number 2. Here, the teacher presented new material by giving brainstorming and asked the students some questions related to

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<sup>4</sup> *Ibid.*, p. 341



the material or topic that would be discussed. The teacher asked the student about what the student had eaten for breakfast and then told the student that they were to study about food.

b) The second part was while activity.

It consisted of three points of observation that were investigated whether the application of each steps applied by the teacher or not. They were guidelines observation number 3, 4, and 5.

Based on pointer of observation number 3, we knew that the teacher used picture as media to teach vocabulary. It is supported by Darula that autism children can be taught abstract words and ideas through visual concepts, like pictures and objects. Furthermore, from number 4 and 5 we could know the process of teaching and learning. The teacher taught English skills based on theory but listening and speaking skill only. For listening skill, the teacher showed some pictures and asked the students to listen to her and then to repeat vocabulary about the pictures after her. Then, for speaking skill, the teacher led the students to some communicative activities by showing the pictures and then making communicative conversation about the pictures. After showing the pictures and pronouncing the name of the pictures and after student repeated the teacher, the teacher asked the student whether he liked the food in the pictures or not.

c) The third part was the post activity.

It was known from pointer of observation number 6. The teacher did not assess the student's vocabulary mastery in the post activity. She just drilled the student again by asking student to repeat the words after her and answer her questions whether the student liked it or not.

Furthermore, based on pointer of observation number 7 and 9 it was found that the student repeated what the teacher asked to do and even for all words said by the teacher without knowing what the teacher meant. It means that theory of Azwani happened here that the student only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other functions of the words. Furthermore, we knew also that the student only acquired new vocabulary through new words when given by teachers during classroom lessons.

Hence, two more problems faced by the student's in learning vocabulary through picture did not happen here because the student looked enjoyable during the class even only shouting by himself without no reason, holding, touching, and pressing his handphone, and for another problem did not seem because the teacher also did not ask the student to use the words properly in different context; she just showed the pictures and asked the student to repeat the name of the food in the picture pronouncing by her and to answer question whether the student liked it or not.

## **2) The Second Meeting**

The observation in the second meeting was same as the first meeting that consisted of three parts.

### **a) The first part was pre-activity.**

It was the pointer of observation number 2. The teacher presented new material by giving brainstorming and asked the students some questions related to the material or topic that would be discussed. The teacher asked the student about the student's favorite food and then told the student that they were to study about favorite food. Besides, the teacher also reviewed the previous lesson about examples of food.

### **b) The second part was while activity.**

It consisted of three points of observation that were investigated whether the application of each steps applied by the teacher or not. They were guidelines observation number 3, 4, and 5.

Based on pointer of observation number 3, we knew that the teacher used picture as media to teach vocabulary. Furthermore, from number 4 and 5 we could know the process of teaching and learning. The teacher taught English skills based on theory but listening and speaking skill only like in the first meeting. For listening skill, the teacher showed some pictures and asked the students to listen to her and then to repeat vocabulary about the pictures after her. Then, for speaking skill, the teacher led the students to some communicative activities by showing the pictures and then

making communicative conversation about the pictures. After showing the pictures and pronouncing the name of the pictures, and after student repeated the teacher, the teacher asked the student whether he liked the food in the pictures or not.

c) The third part was the post activity.

It was known from pointer of observation number 6. The teacher assessed the student's vocabulary mastery in the post activity. She put many picture cards randomly on the student's table and asked for the student's favorite food, and then the student chose. Nevertheless, the student was not asked to do it in their worksheet through written form, but it was just spoken form.

Furthermore, based on pointer of questionnaire number 7 and 9 it was found that the student repeated what the teacher asked to do and even for all words said by the teacher without knowing what the teacher meant. It means that theory of Azwani happened here that the student only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other functions of the words. Furthermore, we knew also that the student only acquired new vocabulary through new words when given by teachers during classroom lessons. Hence, two more problems faced by the student's in learning vocabulary through picture did not happen here because the student looked enjoyable during the class even only shouting by himself without no reason, holding, touching, and pressing his handphone, and for another problem did not seem because the teacher also did not ask the student to use the words properly in different context; she just showed the pictures and asked the

student to repeat the name of the food in the picture pronouncing by her and to answer question whether the student liked it or not.

### **b. Interview Data.**

To support the data from observation, the researcher also employed an interview. The interview was given to the teacher to know her opinion about the process of teaching learning vocabulary through picture problems in teaching learning process.

According to Thakur, there are six problems that faced by teacher: a. Over-crowded classes b. Lack of component teacher c. Faulty methods of teaching d. Non- availability of good text-books e. Apathy to new techniques and f. Inadequate provision of teaching aids.

The data gotten from interview after reduced were data from guideline number 5 and 6. From those numbers, the researcher found 2 problems faced by the teacher in teaching vocabulary through picture based n Thakur's theory. They were as follows.

#### **1) Lack of component teacher**

We could know this from guideline number 6. The teacher said that she had been graduated from non-English department, but from special education department, so she needed to learn English first. It is supported by Farell in his book, he stated that the way in which the content of education, whether it is the knowledge, skills or attitudes, is learned by the pupil and taught or facilitated by the teacher.

## 2) Faulty methods of teaching

We could know this from guideline number 5. The teacher said that she just learnt most about vocabulary without teaching how the student would be able to use what she or he had gotten based on the context in real life to know the function of the words for example. Whereas, based on syllabus from government, the student had to master all English comprehensively. It is supported by Handojo, he stated that most of the students with autism have difficulty in comprehending oral and written information for example, following directions or understanding what they read, they will not have capability of identifying words, applying phonetic skills, and knowing word meanings.

## 3. Conclusion Drawing/Verification

The last type of data analysis based on Miles and Hubberman is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what analyzed the data means and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions.<sup>5</sup> Verification refers to the process, which is able to explain the answer of research questions and research objectives.

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<sup>5</sup> *Ibid.*, p. 345

To verify the findings, the researcher used triangulation theory/perspective to answer the research question and research objectives. In this research, there are three research questions, they are; a) How is the process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung ? b) What are the teacher's problems in process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung ? c) What are the students' problems in process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung ?

#### **a. Process of teaching learning vocabulary through picture**

From the data gained through observation, the researcher assumed that there was an improvement in the aspects that was observed in the observation. It indicated that picture was good media to teach vocabulary because based on the observation we knew that the student could master some vocabulary in English even though the student still had problem that he still could not use the words to broader function, for he just knew the name of the thing (food). However, the researcher still thought that the process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung had not run well yet because the teacher did not apply the media based on the theory. She just taught two skills (listening and speaking) but not reading and writing, and from

the first meeting we knew that the teacher did not assess the student's vocabulary mastery for what the student had learnt after main activity of the process of teaching learning vocabulary through picture. Fortunately, in the second meeting she did it. Hence, the researcher concluded that picture was good media in teaching learning vocabulary, but the process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung had not run well yet, so it needed to be improved.

#### **b. Problems faced by the teacher in Teaching Vocabulary Through Picture**

According to Thakur, She said that there were some problems faced by the teacher in teaching vocabulary, those are: Overcrowded classes, lack of competent teacher, faulty methods of teaching, non availability of good text books, apathy to new techniques and procedures, and inadequate provision of teaching aids.

From the observation and interview with teacher, the researcher found that teacher's problems during the implementation picture in teaching vocabulary at SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung. They are as follows:

##### **1) Lack of component teacher**

We could know this from guideline number 6. The teacher said that she had been graduated from non-English department, but from special education department, so she needed to learn English first.



## 2) Faulty methods of teaching

We could know this from guideline number 5. The teacher said that she just learnt most about vocabulary without teaching how the student would be able to use what she or he had gotten based on the context in real life to know the function of the words for example. Whereas, based on syllabus from government, the student had to master all English comprehensively.

### **c. Problems faced by the students in learning vocabulary through Picture**

According to Azwani, he said that there were some problems faced by the students in learning vocabulary, those are: a.)The students consider the teacher's explanation boring or difficult; b) Students only think of vocabulary learning as knowing the primary meaning of new words; c) Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons; d) Many learners do not want to take risks in applying what they have learnt suitable in context.

From the observation and the interview with the students the researcher found that the problem faced by the students during the implementation picture in learning vocabulary at SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi. They are as follows:

- 1) The student only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other functions of the words.
- 2) The student only acquired new vocabulary through new words when given by teachers during classroom lessons.

#### **D. Discussion of Finding**

Picture is one of good visual media that can be used to teach vocabulary. If it is applied well, it can be used to increase all of the student's English skills (listening, speaking, reading, and writing). Furthermore, it has been used in teaching learning vocabulary, for we know also that vocabulary is one of important components of language related to those skills. However, the process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung had not run well yet, so it needed to be improved because there were some problems faced either by the teacher or by the student.

Problems faced by the teacher in teaching vocabulary through picture to the seventh grade student of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung were lack of component teacher and faulty methods of teaching, for the teacher was graduated from special education not from English department so she still needed to learn more about how to teach English, and the teacher had not done steps wholly yet in teaching learning vocabulary through picture.

Furthermore, problems faced by the seventh grade student of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung in learning vocabulary through picture were that the student only thought of vocabulary learning as knowing the primary meaning of new words, so they ignored all other functions of the words, and that the student only acquired new vocabulary through new words when given by teachers during classroom lessons.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. Teaching learning process in the class did not run well. The teacher just taught two skills (listening and speaking) but not reading and writing, and from the first meeting we knew that the teacher did not assess the student's vocabulary mastery for what the student had learnt after main activity of the process of teaching learning vocabulary through picture. Fortunately, in the second meeting she did it. Hence, the researcher concluded that picture was good media in teaching learning vocabulary, but the process of teaching learning vocabulary through media visual (picture) at seventh grade of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung had not run well yet, so it needed to be improved.
2. The problems faced by the teacher in teaching vocabulary through picture were: a) The teacher said that she had been graduated from non-English department, but from special education department, so she needed to learn English first.; b) The teacher said that she just learnt most about vocabulary without teaching how the student would be able to use what she or he had gotten based on the context in real life to know the function of the words for

example. Whereas, based on syllabus from government, the student had to master all English comprehensively.

3. The problems faced by the students in learning vocabulary through picture were: a) The student only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other functions of the words.; b) The student only acquired new vocabulary through new words when given by teachers during classroom lessons.

## **B. Suggestion**

In reference to conclusion above, it is suggested to the teachers of students with autism to use picture in teaching learning process, because it is suitable media for teaching vocabulary. In teaching vocabulary, picture is very useful to help the students learn new vocabulary. Picture can be used in teaching learning process to increase students' interest, to motivate students in learning English.

### **1. Suggestion for the Teacher**

- a. Picture as an alternative medium of teaching process is a good medium to be applied in the seventh grade students of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung to improve students' vocabulary.
- b. The teacher should be creative in teaching technique to get students to interact each other in the classroom. It is also needed to avoid the boredom of the students when learning process occurs.

- c. The teacher should prepare the materials well before she teaches.

## **2. Suggestion for the Students**

- a. The students should be more active and have motivation to learn and practice their English at school or out of school to improve their vocabulary mastery.
- b. The students should be able to identify their needs in learning. They can choose the way of learning that seems to be more compatible for them.
- c. In learning vocabulary, students should practice to use the vocabulary they have learned in everyday life on appropriate context.

## **3. Suggestion for the Headmaster**

It is suggested to the headmaster of SMPLB B-C & Autis Dharma Bhakti Dharma Pertiwi Bandar Lampung that the school should give the support for English teaching learning process by preparing the facility and instrument optimally.

## **4. Suggestion for other Researchers**

It is suggested to other researchers to develop this research with the new innovation and hopefully the result of this research could be a reference.

**TEACHING AND LEARNING VOCABULARY THROUGH VISUAL MEDIA  
TO STUDENT WITH AUTISM AT THE SECOND SEMESTER OF  
THE SEVENTH GRADE OF SMPLB B-C & AUTIS DHARMA  
BHAKTI DHARMA PERTIWI BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2015/2016**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

By :

AZZAHRA AULIA HANAPI

NPM. 1111040061

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2016**

## CURRICULUM VITAE



The name of the researcher is Azzahra Aulia Hanapi. She was born on December 1<sup>st</sup> , 1993 in Tanjung Karang, Bandar Lampung. She is the first child of Hendri Hanapi and Suri Laili Mustika. She has three brother, his name are Andhiko Satria Hanapi, Alfath Sabilli Hanapi, Alfino Syuhada Hanapi and three sister, her name are Chairani Maula Hanapi, Xenalita Intanni Hanapi and Zulhanna Aimee Hanapi.

She accomplished her formal education at kindergarten at TK IKI PTPN VII Kedaton Bandar Lampung and finished in 1999. Then the researcher entered Elementary School at SD N 1 Kedaton Bandar Lampung and finished at SD N 1 Pringsewu in 2005. After that she continued her school at Junior High School at SMP N 22 Bandar Lampung and finished in 2008. After that she continued her school at SMA Al-Azhar 3 Bandar Lampung and finished in 2011. She continued her study at the State Institute of Islamic Studies (IAIN) of Raden Intan Lampung and finished in 2015. She was active in some orginazations in the campus when she was in first semester until seventh semester, they were ESA (English Student Asociation), UKM Bahasa and also PIK-M SAHABAT.



## **DECLARATION**

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.

Bandar Lampung,      September 2016

Declared by,

Azzahra Aulia Hanapi

## **DEDICATION**

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Hendri Hanapi and Mrs. Suri Laili Mustika, A.md who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
2. My beloved family members, Chairani Maula Hanapi, Andhiko Satria Hanapi, Xenalita Intanni Hanapi, Zulhanna Aimee Hanapi, Alfath Sabilli Hanapi and Alfino Syuhada Hanapi who always support and give me suggestion.
3. My beloved lecturers and almamater IAIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

## MOTTO

.....يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: “..... Allah will raise up, to (suitable) ranks (and degrees), those of you believe and who have been granted knowledge. And Allah is well acquainted with all you do. (QS. Mujadillah : 11.)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, (Arab: Amana Publication, 2004), p.11

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